

# Unit 4 : 1976-1990 The Late Cold War

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

United States History 2 Honors: Grade 11

Unit 4: 1976-1990 The Late Cold War

**Belleville Board of Education**

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## **Unit Overview**

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Unit 4 will focus on the end of the cold war and the relationship between the United States and the USSR. The Unit will also explore the presidencies of Carter, Reagan, and Bush. The Unit will address major events such as the Iranian Hostage Crisis, The Fall of the Berlin Wall, and the Iran Contra affair. The Unit will also analyze foreign policy and United States relationships with countries in the Middle East and South America. As an honors course, the unit will use various primary sources and rich text. To ensure the perspectives of all Americans are included; the unit will draw in information regarding Native Americans, African Americans, Women, Asian Americans, Latino Americans, Americans with disabilities, and members of the LGBTQ community

## **Enduring Understanding**

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The beliefs and ideals of a society influence the social, political, and economic decisions of that society.

When there is conflict between or within societies, change is the result.

The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location affects a society's economy, culture, and development.

The movement or migration of people and ideas affects all societies involved.

Production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

## **Essential Questions**

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How does government play a role in the Nation's economy?

➤ How did the role of African Americans and Women change during this era in time?

➤ How does the role of domestic policy impact those in the United States?

What events during the Carter administration make voters lose faith in him?

How did the Reagan administration build faith in many ways in the minds of Americans?

How did the increase in global terror change America?

What economic challenges faced American in the 21st century?

## Exit Skills

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1. Establish historical significance
2. Use and analyze primary source evidence
3. Identify continuity and change throughout history
4. Analyze cause and consequence
5. Take historical perspectives, and historical interpretations.

## New Jersey Student Learning Standards (NJSL-S)

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Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.

SOC.6.1.12.EconEM.12.a

Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

SOC.6.1.12.HistoryCC.12.b

Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

SOC.6.1.12.GeoHE.13.a

Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

Demographic shifts and migration patterns both influence and are impacted by social,

economic, and political systems.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

SOC.6.1.12.HistoryCA.14.a

Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

## Interdisciplinary Connections

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LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## Learning Objectives

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Analyze Cold War Policy under Nixon, Ford, and Carter

Consider Domestic Issues and Social Effects under Nixon, Ford, and Carter

Categorize Challenges of Recent Presidents

Analyze the effect of oil politics on US foreign and domestic policy formulation.

- Assess the implications of the introduction of New Federalism.

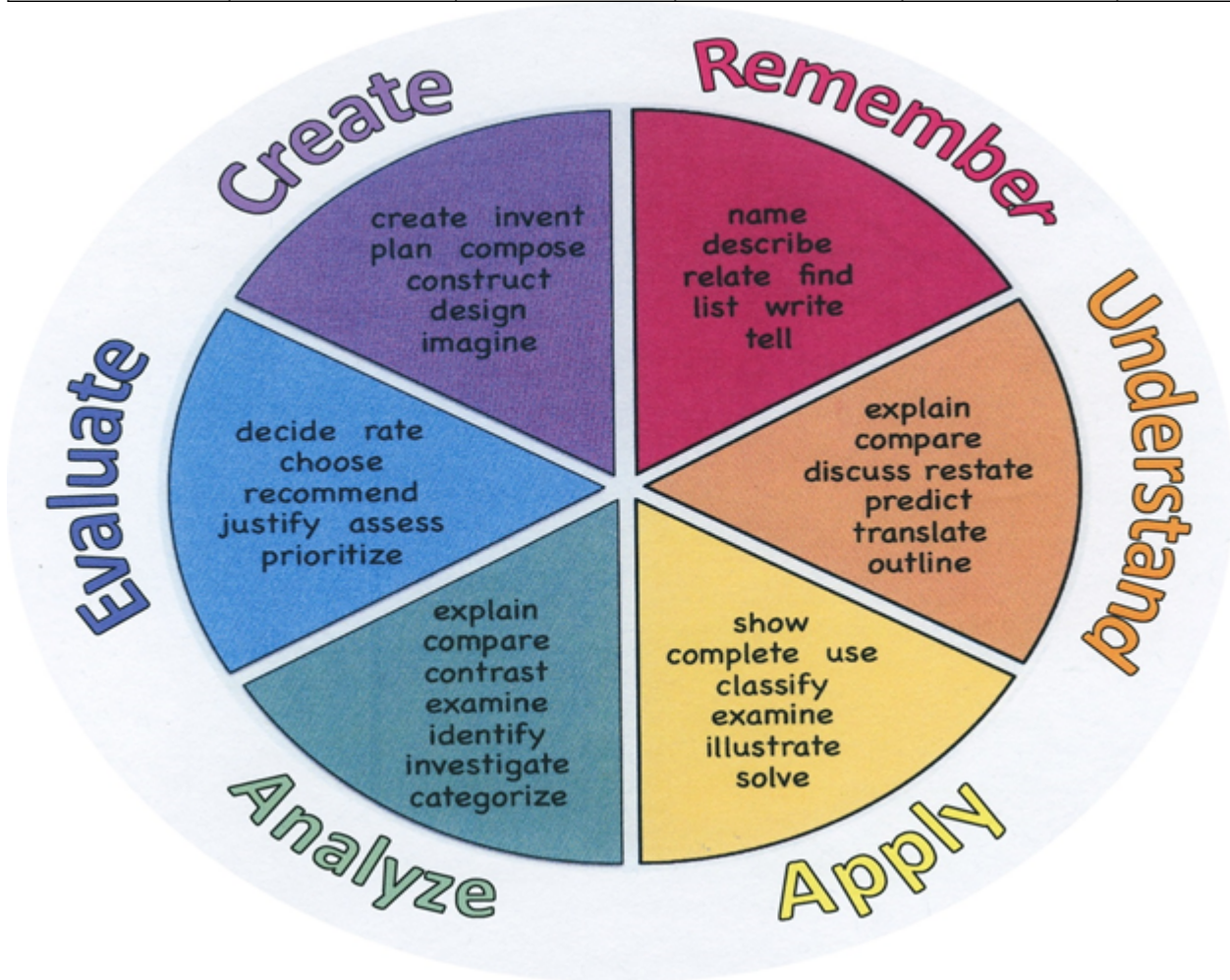
Discuss US strategy and response to the Iran hostage. Crisis

- Consider the triumph of Reagan Conservatism in the election of 1980.
- Analyze the economic implications of the reintroduction of Trickle Down economic policies under Reagan, Bush I and II.
- Assess the rise of Christian fundamentalism in American politics.
- Assess the short term and long term consequences of the end of the Cold War.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct

Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## **Suggested Activities & Best Practices**

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Primary Source analysis

Argument development

Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Formal and Informal Assessments

## **Assessment Evidence - Checking for Understanding (CFU)**

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Benchmarks (Benchmark)

Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

DBQ's (formative)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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**Text: American History (2018) HMH Social Studies**

### **Ancillary Resources**

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Sheg Stanford

PBS Learning media

Facing History and Ourselves

Library of Congress

ED Site Media

Bill of Rights Institute

### **Technology Infusion**

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- Google Suite, Classroom, online text



## **Alignment to 21st Century Skills & Technology**

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Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

WRK.9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
WRK.9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT	Critical Thinking and Problem-solving

## **21st Century Skills/Interdisciplinary Themes**

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- 0x • Global Awareness
- 0x • Financial, Economic, Business and Entrepreneurial Literacy
- 0x • Civic Literacy
- 0x • Health Literacy
- 0x • Environmental Literacy
- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

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- 0x • Communication and Collaboration
- 0x • Information Literacy
- 0x • Media Literacy
- 0x • ICT (Information, Communications and Technology) Literacy
- 0x • Life and Career Skills
- 0x • Creativity and Innovation
- 0x • Critical thinking and Problem Solving
  - Civic Literacy
  - Environmental Literacy
  - Financial, Economic, Business and Entrepreneurial Literacy
  - Global Awareness
  - Health Literacy

## Differentiation

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### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions

## Special Education Learning (IEP's & 504's)

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Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes

- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Unit Name:

### **Comparing Textbooks Treatments of the Iranian Hostage Crisis**

Statement of Objective: Students will analyze and compare the different perspectives of the Iranian Hostage Crisis in various text books and media

Anticipatory Set/Do Now:

- Quick Video of actual news coverage from 1979

Learning Activity: Teacher will pass out (or upload) excerpts from various text books, as well as a chart that compares them. Students will read through each excerpt and compare the way events were portrayed. This enhances media literacy and gives a full perspective of the events that transpired

Student Assessment/CFU's:

- Chart and discussion

21st Century Themes and Skills:

- Media Literacy

Differentiation: Tiered grouping paper/ virtual options

